



# A study on adaptation to online mode of education during the covid 19 pandemic by degree College teachers of commerce in south Bombay.

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## Abstract

This research paper intends to emphasize on the difficulties encountered by professors during the shift in the mode of education. Examining the difficulties in preserving civility and communicating with students while dealing with mental and physical changes, technological innovation, and other issues. The study examines the teachers' professional development during this phase. It also highlights the changes in relation in between the degree college teachers of commerce in South Bombay and their students.

## Introduction

The first shift to online education occurred in March 2020. It turned out to be far longer than the anticipated 15-day shift. After years of traditional mode of teaching, especially by teachers of a certain age group, the medium of teaching had shifted to online mode.

The reality of the covid was seen by people and we had to deal with this situation by adapting to this infamous mode of education. They had to get accustomed with the online teaching platforms like zoom, google meet, google classroom

and many more. They gave their best in making the online classes as interactive as the offline ones but the students did not react well to this, bunking lectures, copying in tests, bullying teachers became easier for them. The teachers had to take care of everything starting from the internet problems, setting the webcam at a perfect angle, lighting, to the background noise all had to be controlled. They suffered from severe headaches, stress, and other health problems as a result of juggling family responsibilities and teaching while spending hours staring at laptop displays and checking assignments and examinations.

Despite the drawbacks of online mode of education, getting accustomed to the new technology served as a benefit to them and made their jobs easier. Teachers are now utilizing technology in their offline classes as they find it to be more effective and organized.

This research paper highlights the problems faced by degree college teachers during the shift in the mode of education that happened due to Covid.

## **Financial problems faced by the teachers during lockdown due to the delay in payment of salaries.**

Everyone in the job sector had to go through salary cuts, layoffs and delayed salaries; teachers were not immune to this either. While they were expected to shift the whole education system online out of nowhere, they were not even compensated for their regular salary let alone extra compensation for making online education possible.

According to UNESCO, 2.7 million teachers were affected by COVID-19 in India alone. Teachers faced 30% salary cuts while they were forced to buy more electronic devices and get a bigger internet package, which further affected their financial conditions. Not only this, education institutes took undue advantage of this stage and forced the teachers to meet deadlines which weren't in their working hours, basically increasing their working hours, again with no extra compensation. Also none of this complied with the labor laws, working hours weekly which should be 48 hours was not followed as work from home can't really be tracked, sick leaves were not always complied with, sudden salary cuts and firing employees etcetera. This all had become common, teachers were forced to work double than they are expected to, teachers weren't given any support for training in these hard times, also it is expected to give a 3 month notice before terminating an employee but this was not followed.

Even though there are laws protecting teachers not many knew about such laws, data suggests 40% had no idea these laws exist, 40% knew a part of it and only 20% had a good knowledge about the topic.

All this could have been avoided if there were unions that raised concerns for our teachers, sadly there are very few unions representing teachers who could not bring forward all the problems. Also, many teachers had no idea such unions exist and so their voices went unheard.

## **Problems faced in getting accustomed to the digital aspect of education.**

Although change is inevitable, it is not always simple to adjust to it. A survey from India Today indicated that a staggering 84 percent of teachers reported facing challenges in delivering education online. Two out of every five teachers lacked the necessary equipment to deliver education digitally. Having to install wifi's, buying new equipment and getting accustomed to them was a task.

Absenteeism was a major problem that the teachers faced. The reason for the increased absenteeism during the pandemic was complex as students suffered connecting on an online medium. Due to their inability to obtain a reliable broadband connection, some teachers had to cancel lectures, which disrupted their timetable.

Students had a low attention span during online lectures which made the online classes non-interactive. This not only affected the environment of the class but also became a hurdle for teachers to evaluate the progress of the students, as less number of students turned in their assignments on time compared to when in offline lectures.

Co-curriculum activities also got hindered, 56 percent of teachers said that since everything was online they had to limit the creativity of students while organising events in college. Overall the pattern of education as an online medium suffered a huge decline and ended up providing lower quality of education, even after teachers' constant efforts to make it productive.

## **Pattern of teaching on an online platform, easy or more difficult?**

According to our teachers, there were some obstacles along the way, but those obstacles served as challenges that helped them become more creative. While talking to a blank screen wasn't desirable, it introduced our teachers to a whole new realm of education which aided in their development. While completing

tasks, plagiarism became the new norm, making it challenging to evaluate papers at times. But they had a solution for that as well, our teachers evaluated each student based on the efforts they have put in completing their assignment. Working online became stressful as the workload increased but at the same time they got more time to spend with their families which gave them a perfect work-life balance. Although Mumbai is known for its fast-paced lifestyle, having a slow pace was actually enjoyed by teachers as this saved their travelling time. While the idea of online learning may be novel to many of us, for certain teachers it has been the standard for a very long time with students pursuing post-graduate degrees.

Teachers were happy that more students were interning while they were taking classes online, which would not have been possible otherwise. This in turn exposed them to the corporate World.

## Methodology

The primary data was collected by holding situational interviews of undergraduate teachers from Jai Hind college, Mumbai. In this kind of interview, a situation or a problem is kept in front of the interviewee and interviewers ask them how they will deal with it and what will be the solution for it. Through this interview, we evaluated how well the online teaching served them, how proactive they are in taking decisions during this shift and which mode of education they would prefer.

The secondary data was collected with the help of surveys found on google and communication with the students having experienced this shift.

## Conclusion

Even Though the economic and social disruption caused by the pandemic was devastating and had serious implementations on mental health resulting in psychological problems, it taught us how to deal with change. Most of the undergraduate teachers of South Bombay felt that the online mode of education was convenient but it cannot be the new normal since the youth has a creative mindset and needs a platform to showcase their creativity.

College is the time of every student's life where they take an approach towards practical knowledge, which was difficult to inculcate online.

According to them, not only the students but everyone had wasted 2 years of their precious time figuring out this whole shift. But, now since everything came back to normal they had to put in more effort to cope up with the time that had

been lost. Teachers value this period for its teachings, it helped them become creative and introduced them to the fast growing technology. They had leisure time which they invested in their hobbies and helped them stay calm and composed during this chaotic period.

Adapting to change is difficult, but our teachers gave their best to get accustomed to whatever was in their way.

## References

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